U.S. Department of Education 2010 - Blue Ribbon Schools Program

Type of School: (Check all that apply) [] Charter [] Title I [] Magnet [] Choice
Name of Principal: Mrs. Wendy Boatman
Official School Name: <u>Vachel Lindsay School</u>
School Mailing Address: 3600 Fielding Drive Springfield, IL 62711-6288
County: Sangamon State School Code Number*: 51084186025
Telephone: (217) 747-5770 Fax: (217) 747-5774
Web site/URL: http://www.springfield.k12.il.us/schools/lindsay/ E-mail: wboatman@springfield.k12.il.us/schools/lindsay/
I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.
Date
(Principal's Signature)
Name of Superintendent*: <u>Dr. Walter Milton</u>
District Name: Springfield SD 186 Tel: (217) 525-3000
I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.
Date
(Superintendent's Signature)
Name of School Board President/Chairperson: Mr. Art Moore
I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.
Date
(School Board President's/Chairperson's Signature)
*Private Schools: If the information requested is not applicable, write N/A in the space. The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400

IL-15 il15-vachel-lindsay.doc

Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

- 1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
- 2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
- 3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
- 4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
- 5. The school has been in existence for five full years, that is, from at least September 2004.
- 6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
- 7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
- 8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
- 9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
- 10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

- 1. Number of schools in the district: (per district designation)
- 25 Elementary schools (includes K-8)
- 6 Middle/Junior high schools
- 3 High schools
- 0 K-12 schools
- 34 TOTAL
- 2. District Per Pupil Expenditure: <u>5720</u>

SCHOOL (To be completed by all schools)

- 3. Category that best describes the area where the school is located:
 - [X] Urban or large central city
 - [] Suburban school with characteristics typical of an urban area
 - [] Suburban
 - [] Small city or town in a rural area
 - [] Rural
- 4. 3 Number of years the principal has been in her/his position at this school.
- 5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	0	0	0	6			0
K	43	56	99	7			0
1	50	34	84	8			0
2	49	31	80	9			0
3	35	41	76	10			0
4	35	50	85	11			0
5	47	42	89	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							

6.	Racial/ethnic composition of the school:	0	% American Indian or Alaska Native
		6	% Asian
		29	% Black or African American
		3	% Hispanic or Latino
		0	% Native Hawaiian or Other Pacific Islander
		53	% White
		9	% Two or more races
		100	% Total
The of 1	e final Guidance on Maintaining, Collecting	, and R	reporting the racial/ethnic composition of your school. eporting Racial and Ethnic data to the U.S. Department <i>al Register</i> provides definitions for each of the seven
7.	Student turnover, or mobility rate, during	the past	year: <u>19</u> %
Thi	s rate is calculated using the grid below. T	he answ	ver to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	45
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	56
(3)	Total of all transferred students [sum of rows (1) and (2)].	101
(4)	Total number of students in the school as of October 1.	519
(5)	Total transferred students in row (3) divided by total students in row (4).	0.195
(6)	Amount in row (5) multiplied by 100.	19.461

8. Limited English proficient students in the school: <u>3</u> %
Total number limited English proficient <u>16</u>
Number of languages represented: 7
Specify languages:
Chinese, Arabic, Spanish, French, Filipino, Urdu, Vietnamese

9.	Students	eligible	for fr	ee/redu	ced-priced	meals:	45	%
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Total number students who qualify: 231

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

Total Number of Students Served: 87

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

5 Autism	1 Orthopedic Impairment
0 Deafness	9 Other Health Impaired
0 Deaf-Blindness	14 Specific Learning Disability
0 Emotional Disturbance	51 Speech or Language Impairment
0 Hearing Impairment	Traumatic Brain Injury
5 Mental Retardation	1 Visual Impairment Including Blindness
0 Multiple Disabilities	8 Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-Time</u>	Part-Time
Administrator(s)	1	0
Classroom teachers	23	0
Special resource teachers/specialists	9	1
Paraprofessionals	6	0
Support staff	3	0
Total number	42	1

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 <u>22</u>:1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	95%	95%	95%	95%	95%
Daily teacher attendance	95%	95%	95%	95%	95%
Teacher turnover rate	1%	1%	1%	1%	0%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

We do not have records on teacher turnover rate. The percentages indicated are estimates based on hiring and retirement information located at our school.

We do not have a dropout rate due to our grade levels of K-5.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	
Enrolled in a 4-year college or university	%
Enrolled in a community college	%
Enrolled in vocational training	%
Found employment	%
Military service	%
Other (travel, staying home, etc.)	%
Unknown	%
Total	%

PART III - SUMMARY

The Vachel Lindsay School mission mirrors and supports the mission of the Springfield Public Schools. It focuses on community, understanding and high expectations as a means to support students as individuals and as part of a school family. Every decision and process we undertake is based on data and is instructionally rigorous. The Lindsay staff is committed to their core belief that every child can learn and is worthy of knowledgeable and committed teachers and support staff members. The Lindsay Instructional Focus reads as follows: Lindsay students will show measurable growth in their ability to comprehend a variety of texts as measured by extended response prompts, theme tests and response journals. The focus is comprehensive in that it can apply and be measured in all curricular areas and works to support our beliefs, vision and mission.

Our school community through the use of data and reviewing student work continuously collaborates to discover what is working and what instructional methods are reaching our students. Teachers meet weekly to look at grade level data and classroom data. The outcome of the weekly meeting is a goal based on the data and an action plan toward meeting the goal. These collaborative meetings also allow for planning time that produces instruction that is consistent across the grade level. The benefit of like instruction in each classroom is students in any class receive the same high quality learning and assessment no matter where they are placed. The principal participates in collaboration and works with staff members in these endeavors. The principal is supported in these efforts by participating in the National School Administration Manager (SAM) project. The project's purpose is to assist the principal in planning time to be an instructional leader. The principal is still the manager of the building, but learns to build leadership capacity in other staff members who take on management responsibilities allowing the principal to spend more time on teaching practice, students' learning and school improvement.

Vachel Lindsay also provides a set of unique offerings that enhance student engagement and performance. Lindsay is an extention of the Illinois Math and Science Academy (IMSA). Students meet after school with teachers trained by IMSA to master math, create science projects and work on problem solving skills. Lindsay students have the opportunity to learn to play stringed instruments through the Illinois Symphony; Starter String's program. Our Physical Education and lunch programs are enhanced by our participation in the Coordinated Approach to Child Health (CATCH) grant. The CATCH program provides physical fitness and healthy food opportunities for students. Girls are given the opportunity in the fall and spring to learn to set personal goals and develop healthy attitudes through our Girls on the Run program. Vachel Lindsay School is also open for student centered community groups and athletic team practices throughout the week. Our belief is that an open door policy will help students and their families connect with Lindsay and build relationships that encourage involvement and learning at all levels.

Lindsay's strength is its diverse community committed from all sides to build a strong foundation for our students. Parental and community support is strong and encouraged through our Family and Community Engagement (FACE) team. The team meets to write goals that inform and welcome families to become involved in their child's education. We also promote a strong Parent Teacher Organization that provides after school and in school activities that increase involvement and commitment from all school community members. Our population is ethnically and economically diverse with students from a variety of nations and backgrounds working together to achieve outstanding results.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The state of Illinois has established basic definitions of performance levels for the Illinois Standards Achievement Test (ISAT). Since 2006 the ISAT testing of reading and mathematics has been scored on a common scale for all grades. This "equating process" affords a reliable measure of student learning that is comparable from year to year over time. Students' numeric scores on the ISAT test are converted to performance levels which indicate progress towards meeting the Illinois Learning Standards. The definitions of the performance levels are written by educators and fall into four categories: Exceeds Standards, Meets Standards, Below Standards, and Academic Warning. Students who score in the Meets Standards category are proficient in the Illinois Learning Standards at their grade level. Those who score in the Exceeds Standards are students that demonstrate a strong comprehension of materials beyond their grade level. A score of Below Standards indicates an incomplete level of understanding or gaps in knowledge of grade level material and students in the Academic Warning level are limited in their understanding of grade level material and major gaps in knowledge can be found. Information regarding state assessments for Illinois can be found at http://www.isbe.net/assessment/htmls/isat_general_info.htm#cut.

At 5th grade, reading scores overall have made significant gains. Scores have risen from an all student score of 57% meeting and exceeding in 2005 to 84% meeting and exceeding in 2009. The Lindsay teaching staff attributes these gains to time spent in collaborative cross grade level meetings where weaknesses from the previous grade level are studied and action plans are made to address them. Trend data also shows reading scores have increased in all subgroups, but Special Education. The district as well as the Lindsay administration is working to keep our Special Education group stable. Students in this group are often transferred in between school years, which affects consistency in instruction. Mathematics at 5th grade also shows an increase over time. Students in all mathematics subgroups show an increase since testing in 2005.

4th grade students reflect an upward trend in the overall category for reading and mathematics, although not as dramatic as in the 5th grade. The 4th grade Special Education subgroups as well as African American students are a concern. To combat this challenge, teachers in the 3rd and 4th grades have been using district and school-based assessments to progress monitor strengths and weaknesses in all subgroups. 4th grade teachers have also been using the Measurement of Academic Progress (MAP) testing during the last two school years. These computer-based tests monitor student progress in the Illinois Standards three times per year. Teachers are able to form intervention groups based on specific gaps between subgroups and achievement levels.

Students in the 3rd grade have been our biggest challenge. Mathematics and reading scores in each category have shown a dip in progress. In anticipation of another dip in scores based on the 2rd grade Stanford 10 assessment, the Lindsay staff placed an extra teacher at 3rd grade this year. Students have had the benefit of smaller class sizes to provide a more conducive student teacher ratio. Lindsay class sizes in the 3rd through 5th grade have traditionally been high, approximately 28-30 students.

In all grade levels our economically disadvantaged and our Black student are always considerably lower than our other groups. We are using our school's Family and Community Engagement (FACE) team as a way to support these groups. The team has been holding meetings in neighborhoods sharing our data and asking how we can help them with their children at home.

2. Using Assessment Results:

Each year the Lindsay staff looks at data in a variety of settings. These include: School Improvement Days, Data Days, Faculty Meetings and Grade Level Collaborative Times. The Instructional Leadership Team also uses the summer for Data Retreats and planning professional development. The summer Data Retreats allow time for compiling scores and studying past practices in order to provide staff with well organized and prepared information from which to design instruction.

At the end of each year, the entire staff uses district and school-based assessment data to plan for the next year. Plans for grouping students in classrooms according to need and grouping students for intervention with support staff are made early so that we may start the year addressing student strengths and weaknesses. Classroom teachers can reflect over the summer about their coming group and know their challenges before the year begins. This also helps the staff prepare for the first round of after school tutoring.

At the beginning of the year during full day School Improvement Days, teachers, support staff and administration use the previous year's data to plan professional development, intervention groups and budget for needed materials. We also use this time to review school-based assessments for new staff and for deeper learning for existing staff members.

Throughout the year at Collaborative Times, teachers use their own progress monitoring data, student work and achievement data to look for growth and changes in the needs of their students. Faculty Meetings are generally used to share progress and challenges with each other and find answers to questions regarding instruction or on how to work with particular students. Quarterly Data Days are opportunities for the whole staff to share data across grade levels and find out what instruction is working and what adjustments need to be made.

3. Communicating Assessment Results:

The Lindsay staff uses multiple methods to communicate assessment results to our school community. We begin with written vehicles of communication like newsletters, webpages and special flyers to get the general information out to the community. The next layer of communication comes in the form of open forums for presentations and dialogue. Parents also receive individual reports on their children and there are two formal Parent/Teacher conferences per year as well as continuous informal conferences between staff and families.

The school newsletter is used at the beginning of the year to communicate assessment data from the previous year. Teachers also send home weekly or biweekly newsletters that share school and classroom data.

We have organized a Family and Community Engagement (FACE) Team. The team is composed of community members and parents from our school community who review data and our School Improvement Plan. The goal is to find better ways to connect with Lindsay families and inform them about learning at Lindsay School. The FACE team was a direct result of trying to find better ways to keep open lines of communication about learning with our families. Our school's Parent Teacher Organization also gives staff a forum for sharing successes and challenges.

This past year, a second Parent/Teacher Conference was included to give parents a chance to find answers to questions about their child's progress at school. We used it as a time to meet with the families of targeted students. Because teachers met with fewer families, they were able to extend their conversation time and have deep dialogue about students.

4. Sharing Success:

Lindsay School and the Springfield Public Schools have been using Learning Visits as a way of sharing our successes with our district schools. Teachers and administrators meet regularly at district Framework meetings. Framework is a channel for learning about district initiatives and expectations. It is also a place where schools share their school initiatives and successes. The sharing informs schools about ideas and practices that could benefit their students and families. Learning Visits are then planned so teams of learners from one school can gather information about another school and bring it home to their colleagues. Learning Visits are one way Lindsay can openly share their successes with other district schools.

Being a part of initiatives on a larger scale like the School Administration Manager (SAM) Project is a way of sharing our successes with a wider audience. The SAM Project holds national and regional conferences where ideas are provided by other schools in the form of actual booklets that participants can bring home with them. Participants also meet and share thoughts and questions with others in the project. There are also local meetings with other SAM principals where work is done on eliminating roadblocks to instructional success.

The Lindsay principal was also a participant in the Wallace Foundation Leadership Conference in Washington D. C. last fall. The opportunity to network with other leaders across the country in a variety of educational settings can provide another avenue for sharing and learning.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

Each of our curricular areas is divided into tiers of instruction. Tier one is the core curriculum, which is expected to meet the needs of approximately 80% of our students. If students do not respond to the core instruction, the second tier is used as a first level of intervention. The final tier is aimed at the layer of students who need more intensive intervention. Assessment data is used to target students not meeting core curriculum expectations.

Our school also uses Priority Standards to organize the curriculum in our core areas. These standards are the most rigorous of the state standards. They allow us to teach and learn at the deepest level of Bloom's Taxonomy. Each of the Priority standards are divided into key components that help the teacher to determine what the students need to learn, how best to teach it and the best ways to assess the learning. Each grade level establishes the activities, vocabulary and assessments that are to be used with the standards. They also develop I-Can Statements that are shared with students as a focus statement about their learning.

Teachers at Lindsay also design their lessons on a gradual release model. In this model, teachers support the students at the beginning of the learning and gradually encourage students to work at an independent level. Lessons include modeling, shared work and independent work. The model scaffolds learning in order to guide students to a level of application and beyond.

Literacy curriculum is taught in a workshop environment. The teacher introduces any new concepts, skill or reading strategies with a mini lesson that is taught whole group. Within the 90-minute Reading Workshop block, students are also given an independent reading time. A variety of books are organized in the classroom, by topic or genre, so students may choose books of high interest. Students also use their independent time to write in their reading response journals and share their thoughts and discoveries with classmates. During the workshop the teacher may be conducting a guided reading group with reading materials at students' instructional level or conferencing with students about their reading.

Mathematics instruction is conducted in a 60-minute continuous block of time with math calendar activities taught in a 15-minute time frame at another point in the day. The math time begins with an interactive activity that sets the purpose for learning and allows students to ask questions, explain their thinking and work in groups to explore. Next, technology is used to engage students in the core learning of the lesson. A video is projected on a white board and the teacher uses a MOBI to record ideas and connections on the screen. The teacher then restates the essential learning for the students, gives feedback and divides students in groups for differentiated instruction. Students also practice basic facts and finish a daily review of the lesson.

Students are taught writing within each curricular area. Science and social studies are taught independently, but are also integrated into the literacy and math block as often as possible. Science and social studies are also problem and project based in order to give students the opportunity to discover answers by conducting investigations and creating products that share their learning.

All of Lindsay students have the opportunity to learn through visual art and music. Lessons are based on the Illinois State Standards and students are provided with multiple opportunities to express their learning through presentations and performances. The instructors in these areas also have time built into their schedule to support their curricular area within the regular classroom.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

Lindsay School uses the Houghton Mifflin reading series. The series provides a grade level anthology for whole group instruction. The Houghton Mifflin curriculum provides lessons focused on five specific comprehension strategies: Monitor/Clarify, Question, Predict/Infer, Summarize and Evaluation. The strategies are introduced individually, but then are quickly integrated. Students are also given many examples of how good readers use a variety of strategies flexibly.

Students are engaged daily in meaningful conversations around authentic texts. As students discuss their personal understanding of the text, each student adds to or revises their own thinking. This deepens the comprehension of each individual. Writing is another way to deepen comprehension. It is also a good place to find evidence of the child's understanding so the teacher can evaluate next steps for instruction. These conversations take place in whole group and small group (guided reading) instruction.

Good readers read fluently, as well as with understanding. As students read orally, the teacher provides feedback. The teacher also models fluent reading in a variety of settings with a variety of materials. Instruction is provided at the student's level in guided reading groups.

In addition to comprehension, students engage in daily word work. This component is organized and sequenced and students are given feedback on their letter/sound knowledge. All classrooms add words to their word wall and students are held accountable for the application of the words during reading and writing.

Students are instructed on vocabulary, daily. Teachers provide abundant opportunities to apply the learned words in speaking and in writing. Structural analysis of words is also taught to expand students' understanding of word application and meaning.

The Reading Workshop approach and the Houghton Mifflin series are choices made by the Springfield Public Schools. Lindsay School uses the series and workshop approach by direction of the district.

3. Additional Curriculum Area:

Lindsay School utilizes EnVision MATH as its core mathematics program. This series includes opportunities to learn key content identified in the mathematics standards by integrating the five math proficiency strands of understanding, computing, applying, reasoning and engaging. The Math block includes interactive group problem solving, visual learning discussions, guided/independent opportunities and differentiated group work in order to develop independent learners who can think and reason mathematically. There is leveled homework that can be assigned to meet student needs.

There is a focus on creating an effective math environment which is arranged to accommodate whole group, small group and independent instruction. Manipulatives and math tools are organized in the classroom and easily available to students. Students in the Lindsay math environment converse and question openly, as well as access hands on materials and explain their thinking in order to support their learning. The teacher is the facilitator of the learning by asking questions, encouraging students to be responsible for their learning and by helping them make connections among key areas in math and the real world.

Technology is a key component of math instruction. Each classroom includes a mounted projector that is used to view a daily math video that illustrates the lesson topic. Teachers also use a MOBI, a wireless device, that interacts with the projection screen to add student ideas, or simply to draw attention to a particular word or concept. Teachers and families have access to the EnVision Math website for additional resources.

Teachers use a program called the Every Day Counts Calendar in order to develop a language-rich

mathematics environment. The calendar program assists in developing number sense and in practicing basic operations and facts. In addition, a separate daily ten-minute just right fact practice provides opportunities for students to develop basic fact fluency.

4. Instructional Methods:

Lindsay teachers understand that, although our English Language Learners (ELL) have limited verbal responses, they are still capable of higher level and abstract thinking. Lindsay ELL students are asked a variety of questions during instruction including those on the upper level of Bloom's Taxonomy. The content of the questions is the same, what is different is the method of delivery from the teacher and the method of response from the student. Questions and responses may contain pictures or even role-play to elicit the idea or answer. ELL students receive explicit instruction from the Lindsay ELL teacher and are also immersed in a language rich environment with grade level classmates.

Lindsay is the home for two Instructional Special Education classrooms. These classes provide flexible instruction to meet the needs of the students. Students spend a portion of the day with their grade level peers and return to their homeroom class for specific instruction on Individualized Education Program goals. Students are exposed to grade level concepts and then supported at their instructional level in their homeroom.

Vachel Lindsay School also serves an economically disadvantaged subgroup. Our Family and Community Engagement (FACE) team brings information about instruction and ways to work at home out to the Lindsay neighborhoods. Families without transportation to school are able to be included in the family learning nights. Our part-time Parent Educator also works with families and connects them to services and school-based opportunities.

Lindsay staff monitors the achievement gap between our Black students and other Lindsay populations. Students from all diverse backgrounds are encouraged and given opportunities to share their heritage and unique traditions.

5. **Professional Development:**

Each district school is given the freedom to prepare their own professional development. This allows us to design learning that is matched to our needs. Each year achievement data, school based assessment data, and student population data is analyzed and strengths and weaknesses are studied. One way the Lindsay staff shares and studies data is through our quarterly Data Days. Teachers, support staff and the principal meet by grade level to plan interventions based on our data. Grade level collaborative meetings are used to monitor the student action plans created at Data Days.

A crucial part of our professional development is the Lindsay Instructional Leadership Team (ILT). They meet to plan a comprehensive school wide improvement plan. The state School Improvement Plan drives the contents of the school wide plan. The targeted plan includes our school focus, promising practices and goals. Also included are the methods for assessing our focus, practices and goals. Regular faculty meetings are also used to provide the Lindsay staff with learning and time to plan together. Teachers meet in grade level teams to plan using the Priority Standards. Time is also provided during meetings to construct activities for mathematics differentiation and to pull materials for content instruction. This school year we have also used our time to learn about behavior interventions. Lindsay School is part of the Positive Behavior Interventions network. Universal student rewards, individual rewards, and interventions have been implemented at Lindsay. Teachers have been researching ways to collect consistent and fair behavior data. Data collection is an important part of providing students with behavior interventions that work for their individual needs.

6. School Leadership:

The Lindsay principal is the lead learner. A vital part of leading the learning in a school is spending a large part of time participating in instructional activities. At Lindsay, the principal spends at least 50% of the school day working on instructional pursuits. This means time in classrooms observing and participating in instruction, working with teachers to improve understanding of data and using data to meet students' learning needs. Administrative interns and office staff take on management duties. The principal is also fortunate to have a Reading Specialist who works as a School Administration Manager, or SAM. The principal and her SAM meet daily to plan instructional time and to learn about intervention groups and student progress.

The SAM also documents the principal's time to have data for analysis. Looking at the data assists the office team in removing roadblocks from instructional time and monitors what types of instructional time the principal is participating in most, and where more time needs to be spent. Data is shared with the Lindsay staff so they are aware of the principal's focus and can give valuable input into the process. Gathering data also helps the principal to be reflective of the change process in their school and provides substance for deep conversations around student learning.

Spending time in classrooms with teachers and students also influences the culture of the school. It points directly to what is important and what is most important to the leader. It also builds relationships with those working with students and the students themselves.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: Illinois Standards Achievement Test

Edition/Publication Year: unknown Publisher: Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	82	58	92	93	86
% Advanced	42	38	53	44	34
Number of students tested	88	72	96	69	59
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	3	0	0	1
Percent of students alternatively assessed	0	4	0	0	2
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and	l Reduced-Pric	ce Meal Stu	dents		
% Proficient plus % Advanced	68	79	80	86	50
% Advanced	24	25	29	11	6
Number of students tested	34	28	31	28	16
2. African American Students					
% Proficient plus % Advanced	62	75	91	78	
% Advanced	14	25	36	17	
Number of students tested	21	20	22	18	
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced	75		78	64	72
% Advanced	17		21	21	29
Number of students tested	12		14	14	14
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Reading Grade: 3 Test: Illinois Standards Achievement Test Edition/Publication Year: unknown Publisher: Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	69	85	78	80	70
% Advanced	26	29	28	28	22
Number of students tested	87	72	96	69	59
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	3	0	0	0
Percent of students alternatively assessed	0	4	0	0	0
SUBGROUP SCORES				<u> </u>	<u>-</u>
1. Socio-Economic Disadvantaged/Free and	l Reduced-Pric	e Meal Stu	dents		
% Proficient plus % Advanced	56	78	61	72	38
% Advanced	12	21	19	18	6
Number of students tested	34	28	31	28	16
2. African American Students					
% Proficient plus % Advanced	53	65	63	67	
% Advanced	5	20	18	17	
Number of students tested	21	20	22	18	
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced	41		50	50	50
% Advanced	8		14	14	14
Number of students tested	12		14	14	14
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Mathematics Grade: 4 Test: Illinois Standards Achievement Test Edition/Publication Year: unknown Publisher: Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	87	86	89	84	0
% Advanced	32	39	35	25	0
Number of students tested	76	99	68	67	0
Percent of total students tested	100	100	100	100	0
Number of students alternatively assessed	0	3	0	0	0
Percent of students alternatively assessed	0	3	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and	l Reduced-Pric	ce Meal Stu	dents		
% Proficient plus % Advanced	79	71	74	72	
% Advanced	15	20	7	8	
Number of students tested	33	35	27	25	
2. African American Students					
% Proficient plus % Advanced	79	67	71	73	
% Advanced	22	17	14	0	
Number of students tested	23	24	21	11	
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced		60	67	67	
% Advanced		27	17	27	
Number of students tested		15	18	15	
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Fourth grade students were not tested in Illinois in 2005

Subject: Reading Grade: 4 Test: Illinois Standards Achievement Test Edition/Publication Year: unknown Publisher: Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES			<u> </u>		
% Proficient plus % Advanced	79	78	75	84	0
% Advanced	32	36	26	25	0
Number of students tested	76	99	68	67	0
Percent of total students tested	100	100	100	100	0
Number of students alternatively assessed	0	3	0	0	
Percent of students alternatively assessed	0	3	0	0	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and	d Reduced-Prio	ce Meal Stu	dents		
% Proficient plus % Advanced	70	60	48	72	
% Advanced	18	14	4	12	
Number of students tested	33	35	27	25	
2. African American Students			<u> </u>		
% Proficient plus % Advanced	66	54	58	82	
% Advanced	22	25	10	0	
Number of students tested	23	24	21	11	
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced		47	39	60	
% Advanced		27	11	20	
Number of students tested		15	18	15	
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Fourth grade students were not tested in Illinois in 2005.

Subject: Mathematics Grade: 5 Test: Illinois Standards Achievement Test Edition/Publication Year: unknown Publisher: Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	89	88	86	85	78
% Advanced	22	22	24	18	8
Number of students tested	87	73	62	91	72
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and	d Reduced-Prio	e Meal Stu	dents		
% Proficient plus % Advanced	82	69	58	73	59
% Advanced	11	0	0	3	0
Number of students tested	28	28	19	37	29
2. African American Students					
% Proficient plus % Advanced	77	68	54	63	
% Advanced	12	4	0	11	
Number of students tested	17	24	13	19	
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced	64	69	55	80	
% Advanced	0	5	18	0	
Number of students tested	11	18	11	15	
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Reading Grade: 5 Test: Illinois Standards Achievement Test Edition/Publication Year: unknown Publisher: Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	84	79	65	67	57
% Advanced	33	31	31	19	24
Number of students tested	87	73	62	91	72
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and	l Reduced-Pric	ce Meal Stu	dents		
% Proficient plus % Advanced	68	59	21	43	38
% Advanced	11	3	0	5	10
Number of students tested	28	28	19	37	29
2. African American Students					
% Proficient plus % Advanced	65	68	23	42	
% Advanced	18	16	0	5	
Number of students tested	17	24	13	19	
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced	73	42	46	27	15
% Advanced	9	11	18	0	0
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes: